



Name _____

Teacher _____

Subject _____

Date Issued _____

Date Due _____

Weighting: 35 %

Task Title: INTERIORS Body of Work - SELECTIVE

SIGNIFICANCE

- Students acquire skills and knowledge within mixed media assemblage, drawing and print making to produce personal artworks responding to interior spaces.
- Students gain the vital skills to acknowledge the influence of the world and its impact on the artist when creating artworks.

Outcomes

- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks

What I need to know and do / Task Instructions

INTERIOR Body of Work

A Body of Work is a collection of work that reflects your study over the unit.

For this task, you will submit **at least 3** works. You may also include other works you have produced throughout this term which may enhance your **INTERIOR Body of Work** in any way.

1. INTERIOR Charcoal Drawing (OUTCOME 4.4)

Using charcoal and/or inks you will utilise your experience with perspective drawing in Term One to create an INTERIORS work which focuses effective mark making. The image must be both **visually interesting** and **complex**.

The design elements on the design elements below should be referred to when creating your work, and should be clearly evident when audiences view the work.

Design Elements

Line
Shape
Direction
Size
Texture
Colour
Tone

Students recreate a scene selected in class which may also be brought to school in a photograph (mobile phone, printed or digital photograph)

You will be assessed on how successfully you have captured the perspective, apparent design elements, and mood of the **INTERIOR** space. The image should be **visually interesting** and **complex**, like the original photograph which is being recreated.



EXTENSION FOR SELECTIVE – You are required to complete a preliminary sketch as a sustained study before attempting your INTERIOR charcoal drawing. Tone, composition and direction are your focus areas.

2. **INTERIOR Assemblage** (OUTCOME 4.5)

Using experiences and your intimate knowledge of an **INTERIOR** you know very well, create an assemblage inspired by the work of *Patricia Chapman*. (Works of the artist will be investigated during class.)

You will be required to use either cardboard or an old deep picture frame (no glass) as a base for your assemblage.

To build the **texture**, you will be adding objects which communicate the mood/ experiences/ intimate feeling of the interior space. The object of the work is to successfully communicate the **mood / feelings/ experiences / intimate feeling** of the space to the audience in the form of **assemblage**.

You will be encouraged to maintain a strict colour scheme, in order to enable the viewer to appreciate the objects and be directed to focal points throughout the relief work.



EXTENSION FOR SELECTIVE – You are required to submit a short poem or piece of writing to further communicate the emotions that are portrayed within your Assemblage. You may use the following example as a guide:

Sleep

Though wakefulness my domain
In sleep I remain,
For wakefulness is sleep
One shallow and one deep.

© Shahriar Shahriari
Vancouver, Canada
May 11, 1997

3. **INTERIOR Lino Print** (OUTCOME 4.4)

Using lino, you will create an **INTERIOR Lino Print** based on INTERIOR objects discussed in class. You will use knowledge of positive and negative space, and focus on design principles such as repetition, contrast and unity to create a print which is resolved and refined as a print.

For your composition, you will be influenced by the work of Pop Artist Andy Warhol.

The print is to be printed neatly with your name, title, and edition on the bottom right hand side of the print.

There must be a black and white print, a hand coloured print, and a mixed media print.



* You must include your Visual Arts Diary, complete with all class work from the term.

Your VAD must include a Visual Arts “Artist Statement” that explains why you have chosen the works included in your **INTERIOR Body of Work**, and an explanation of why and how they were created.

Please use the “Guide to writing an Artist Statement” attached for reference.

Assessment Criteria / Description of the finished piece of work.

GRADE	<p>➤ 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts</p> <p>INTERIOR charcoal drawing & Lino Print (<i>you may also add additional works here</i>)</p>	MARK
A	<p>A student in this band will:</p> <ul style="list-style-type: none"> ▪ Thoroughly document their processes, choices made and inspiration throughout the production of their works in their Visual Arts Diary and their Artist Statement. ▪ Demonstrates conscious and sophisticated recognition of the influence of world as a source of ideas, such as: objects, light, corners, people, living things in the INTERIOR Relief Print. ▪ Demonstrates a deep understanding of the role of objects and design elements in communicating and idea or mood in the INTERIOR ink/charcoal drawing. 	29-35
B	<p>A student in this band will:</p> <ul style="list-style-type: none"> ▪ Thoroughly document their processes and choices made throughout the production of their works in their Visual Arts Diary and their Artist Statement. ▪ Demonstrates conscious recognition of the influence of world as a source of ideas, such as: objects, light, corners, people, living things in the INTERIOR Relief Print. ▪ Demonstrates a deep understanding of the role of objects and/or design elements in communicating and idea or mood in the INTERIOR ink/charcoal drawing. 	22-28
C	<p>A student in this band will:</p> <ul style="list-style-type: none"> ▪ Thoroughly document their processes made throughout the production of their works in their Visual Arts Diary and their Artist Statement. ▪ Demonstrates recognition of the influence of world as a source of ideas, such as: objects, light, corners, people, living things in the INTERIOR Relief Print. ▪ Demonstrates a sound understanding of the role of objects and/or design elements in communicating and idea or mood in the INTERIOR ink/charcoal drawing. 	15-21
D	<p>A student in this band will:</p> <ul style="list-style-type: none"> ▪ Document their processes/or art works made throughout the production of their works in their Visual Arts Diary and/or their Artist Statement. ▪ Demonstrates the influence of world as a source of ideas, such as: objects, light, corners, people, living things in the INTERIOR Relief Print. ▪ Demonstrates a basic understanding of the role of objects and/or design elements in communicating and idea or mood in the INTERIOR ink/charcoal drawing. 	8-14
E	<p>A student in this band will:</p> <ul style="list-style-type: none"> ▪ Document their processes/or art works made throughout the production of their works in their Visual Arts Diary and/or their Artist Statement in a basic way. ▪ Demonstrates limited recognition of the influence of world as a source of ideas, such as: objects, light, corners, people, living things in the INTERIOR Relief Print. ▪ Demonstrates a limited understanding of the role of objects and/or design elements in communicating and idea or mood in the INTERIOR ink/charcoal drawing. 	0-7

Assessment Criteria / Description of the finished piece of work.

GRADE	➤ 4.5 investigates ways to develop meaning in their artworks “EXTERIOR TO INTERIOR” Assemblage	MARK
A	<p>A student in this band will:</p> <ul style="list-style-type: none"> ▪ Thoroughly document their processes, choices made and inspiration throughout the production of their works in their Visual Arts Diary and their Artist Statement. ▪ Demonstrate a sophisticated understanding of the process of selecting appropriate objects and composing them thoughtfully to communicate the mood/feeling/experience within the personal INTERIOR Assemblage. ▪ Selects a sophisticated colour scheme and use of texture to express the mood/feeling/experience of the personal INTERIOR Assemblage in a metaphoric and symbolic way. 	29-35
B	<p>A student in this band will:</p> <ul style="list-style-type: none"> ▪ Thoroughly document their processes and choices made throughout the production of their works in their Visual Arts Diary and their Artist Statement. ▪ Demonstrate a deep understanding of the process of selecting appropriate objects and composing them thoughtfully to communicate the mood/feeling/experience within the personal INTERIOR Assemblage. ▪ Selects a strong and appropriate colour scheme and use of texture to express the mood/feeling/experience of the personal INTERIOR Assemblage in a metaphoric and symbolic way. 	22-28
C	<p>A student in this band will:</p> <ul style="list-style-type: none"> ▪ Thoroughly document their processes made throughout the production of their works in their Visual Arts Diary and their Artist Statement. ▪ Demonstrate a sound understanding of the process of selecting appropriate objects and composing them thoughtfully to communicate the mood/feeling/experience within the personal INTERIOR Assemblage. ▪ Selects an appropriate colour scheme and use of texture to express the mood/feeling/experience of the personal INTERIOR Assemblage in a metaphoric and/or symbolic way. 	15-21
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Student Feedback Students need to fill in the first two boxes with the finished task.

What are my strengths / What did I do well?

What do I need help with?

Teacher feedback /How your work could be improved.

Signed

